

Reflections on Chinese Art Education from the Perspective of Core Literacy

Yufan Huang

Dalian Art College, Dalian, Liaoning, 116600, China

Keywords: Core Literacy; Art Education

Abstract: Core literacy is the ability to include six aspects including humanistic heritage, scientific spirit, learning to learn, healthy living, responsible responsibility and practical innovation. It is the best guidance and the highest test for education and teaching activities. From the perspective of core literacy, what kind of room for improvement is in public art education in Chinese colleges and universities? Where should the reform of art education in colleges and universities go? Based on the specific content of core literacy, this paper briefly analyzes the current situation of public art education in colleges and universities and makes reflections.

1. Introduction

The core literacy was first proposed in the 2014 National Ministry of Education, and the “Opinions on Comprehensively Deepening the Reform of Curriculum Implementation and Implementing the Fundamental Tasks of Lide Shuren” clearly used the “core literacy” for the first time to explain the academic quality standards and courses. Revised basis for the program and synthesis standards. The core literacy is to solve the fundamental task of the Lideshu people proposed by the 18th National Congress, that is, what is the implementation of the Lideshu people? Most countries and regions in the world have their own understanding of the core literacy model. In general, the international literacy with personal development and lifelong learning as the main body has the highest international support. Therefore, only by finding a core literacy system that conforms to the local conditions, the second can solve the contradiction between the development of various eras and the cognition of students, in order to lay a good foundation and leave enough room for development in the future.

2. Overview of core literacy

The "core literacy" is proposed because "quality education" has been used in general, and another educational term proposed by the education sector following "quality education" refers to the new training objectives and educational purposes, and the core literacy proposed by the Ministry of Education of China. Refers to the essential character and key competencies that students should have for lifelong development and social development needs. “Core Literacy” comes first from the vocational education system. It refers to the competency of occupation and specific work. Now it is gradually applied to the field of basic education. The concept is generalized and refers to the process of education as a human being. Students should be trained to be competent in the future. Therefore, core literacy is an educational goal with a background of the times. What capabilities are most needed for students in the future? The four pillars of education proposed by UNESCO are learning to learn, learn to do things, learn to cooperate and learn to survive and develop. In combination with China's actual development, what are the core qualities of Chinese students' development? After comprehensive research by many experts, the core literacy that meets the development of Chinese students refers to the education development goal of “comprehensive development of people” and cultural foundation, independent development and social participation as the main elements. The literacy comprehensive performance is the core competencies of humanistic heritage, learning, healthy life, scientific spirit, responsibility and practice innovation. The specific manifestations of the six core literacy are reflected in all aspects of life and learning. The humanistic manifestation is that there is a certain humanistic accumulation, which can

understand and grasp the cognitive methods and practical methods contained in humanistic thoughts; it has certain humanistic feelings and can be concerned with people. Survival, development and happiness; have a certain aesthetic taste, good at discovering beauty and creating beauty. The concrete manifestation of the scientific spirit is that it has rational thinking and is used for critical questioning, including authoritative opinions. It can consider problems from many aspects; for inquiry, it can constantly satisfy its curiosity and imagination and put it into practice. The specific expression of learning to learn is learning and learning, mastering the method of self-learning, having the consciousness and ability of lifelong learning; diligently reflecting, having the consciousness of examining and improving one's own state; information consciousness, digitalization in the information age Survivability, consciously and effectively acquire, identify and use information in big data. Healthy life is embodied in cherishing life, understanding the meaning of life and the value of life; perfecting personality, having a positive psychological quality, and having certain anti-frustration ability. The specific manifestations of social participation are social responsibility, national identity and international understanding, with a certain global awareness and open mind. The concrete manifestations of practice and innovation are labor consciousness, problem solving ability, and certain technical application ability.

3. The development and status quo of art education

3.1 Development status of public art education in colleges and universities

The art curriculum is an important part of the public curriculum in the college education stage in China. It is an important quality curriculum for the development of all-round development under the advocacy of quality education. Facing the new educational development trend, the global development of core literacy, the art curriculum On the basis of satisfying the teaching objectives of quality education, how can we give full play to the advantages of quality courses to cultivate students' core literacy? Can the current art curriculum take on the responsibility of cultivating students' core literacy? These can start with the development of art education in China. Public art education in colleges and universities is a full-time public education course, generally consisting of four major categories, language arts, such as literature; performing arts, such as music, dance; plastic arts, such as art, calligraphy, engraving, etc.; comprehensive art Such as drama, film and television appreciation. Public art education in colleges and universities is the key to cultivating students' artistic quality. It is an educational course that has an important influence on the formation of college students' correct values and aesthetics. In terms of curriculum, art-based public courses are compulsory courses for students of all majors. The class gives students ample choices, and the choice of courses that suit their interests begins with a certain personality development. The public art curriculum of colleges and universities has a positive effect on the physical and mental health of college students, which can help students establish good moral cognition and promote the occurrence of good moral behavior. Since the National Education Master Plan (1989-2000) of the Ministry of Education, all major universities in China have offered courses in public art and courses in public sports. Public art education has received a certain degree of attention in colleges and universities, and the faculty and education mechanism of art education have been further improved. It can be said that colleges and universities have made great progress in public art education. The development of art education in colleges and universities is also making rapid progress with the development of colleges and universities. For example, all kinds of art competitions are in full swing in colleges and universities. It can be said that the competition of art education in campus culture is fruitful. However, there are still some problems in the art education of colleges and universities. For example, the content of public art education in colleges and universities is separated from the content of basic education, the status of the curriculum is lacking, and the ambiguity of educational goals makes the compulsory courses the same as the electives. Secondly, the single and backward content of the course also affects the development of art education in colleges and universities. Art is developed, and art education is also the same. Only the art education content that keeps pace with the times can let students truly appreciate art education.

Once again, the teaching staff of art education can't meet the teaching requirements. The weakness of the teaching staff makes the teaching quality of art education greatly compromised. Art education is not only the teaching and guidance of professional art, but also through art learning and experience. Improve the humanities quality of students, but the teachers of art education in colleges and universities obviously have some shortcomings in this respect. The problem of art education in colleges and universities is that there is a commonality in colleges and universities.

3.2 The status quo of public art education teachers in colleges and universities

Teaching faculty is a key factor affecting the quality of education. At present, colleges and universities' public art education courses use a variety of art courses to provide students with selective learning. Art credits must have 6-8 credits, and which art course can be large. Free choice in the range of public art courses. General public art courses include music, dance, film and television, drama, and more. Since it is the nature of public elective courses, the teaching staff is not as strict as other courses, and the threshold is high. The public art classes in colleges and universities are generally taught by art teachers or art schools. Teachers are not specialized in art education. of. This will inevitably directly affect the quality of teaching in art education courses. On the other hand, the teaching staff structure of public art courses in colleges and universities is also relatively unbalanced. Young teachers are the main teachers of public art courses. There is a certain degree of "trial and error" in the arrangement of teaching activities and teaching organization, because Inexperience, you can only choose to do this first, and then adjust the effect. To a certain extent, this has caused the randomness of the teaching of art courses, and it is seriously lack of organization. Moreover, as a public elective course, there is no special teaching and discussion activities and training exchanges, so that the teachers can not get the corresponding growth care, but also cause art. A major reason for the low quality of educational programs. There are many reasons why the teaching of art courses in colleges and universities is not strong. For example, the artistic atmosphere of some science and engineering colleges is not strong enough, and there is a lack of corresponding campus culture. At the same time, there is insufficient understanding of public art courses. Do not agree with other issues. The problems caused by the shortage of teachers in the art education curriculum in colleges and universities are affecting the development of public art education in China. This has an impact on the cultivation of students' core literacy and further development. On this basis, it is necessary to combine the current situation of art education in colleges and universities. Make a review.

4. Reflections on Chinese Art Education from the Perspective of Core Literacy

The cultivation and development of core literacy is an important indicator of education, both in the basic education stage and in the higher education stage. It can be seen from the traditional educational thoughts and practices in China that art education has an important influence on the cultivation of human thoughts and sentiments, especially for the cultivation of core literacy and the positive effects of healthy life. . Therefore, from the perspective of the core literacy training of enlightening people's wisdom, inheriting national culture and promoting physical and mental harmony, public art education in Chinese universities can be reflected and improved from the following aspects:

4.1 Raising awareness of public art education and cultivating students' all-round development

From the perspective of core literacy, college students' public art education is a humanistic course that enhances students' values and aesthetic ability. In the short-term benefit perspective, it is a "disaster" that cannot bring direct economic benefits to students. However, education Need to look at the problem with a developmental perspective. The public art education of colleges and universities through various art edifications to improve students' ability to feel beauty and discover beauty is to cultivate the healthy living ability in core literacy and increase the students' cultural heritage. Therefore, it is necessary to improve the understanding of public art education from the two aspects of colleges and teachers, and to improve the public art education curriculum to the level

of important courses that directly affect the overall development of students, and attach importance to the curriculum and organization of public art education.

4.2 Enriching the teaching content and teaching methods of public art education courses

In terms of curriculum and teaching content, it is necessary to fully implement the requirements of the public art curriculum prescribed by the state. On this basis, the art courses will be effectively linked and integrated to avoid simplification. At the same time, it is necessary to keep up with the times and the proper rejuvenation of the content. For example, the music-type art course must have a national-style art singing method, as well as the popular popular singing method. Even the combination of the “Modern Lyrics” and “Art Singing” of the Shanghai Rainbow Choir can be introduced perfectly. College art class. On the other hand, in the way of teaching, the teaching methods of public art courses should be enriched, and a variety of interactive teaching methods including experiential teaching should be added. Students should be used as teaching subjects, so that students have more space to truly Experience the art and feel the art. For example, encourage students to participate in the rehearsal of the drama, etc., to play the initiative of the students, so that students learn to take the initiative to learn. Enriching teaching content and diversified teaching methods can also attract more students from the perspective of students to pay attention to public art education, like art teaching courses, and improve the quality of art education.

4.3 Strengthening the humanities construction of the teaching staff of public art education in colleges and universities

One of the six literacy of core literacy is the humanistic heritage, and the curriculum education of art is one aspect that affects the humanities. The teachers of colleges and universities have a strong role model as a guide for students. Therefore, the humanistic content of the instructors directly affects the humanities education of the students. At present, there are certain structural rejuvenation problems in the teaching of public art education in colleges and universities, and young teachers are inferior to the old teachers in the personal qualities of the individual. On the one hand, young teachers should pay attention to the cultivation of humanistic literacy, accumulate humanistic knowledge, and accept the influence of high art. On the other hand, colleges and universities should pay attention to teachers' humanities knowledge training in the teaching of public art curriculum education, and organize art salons. Activities such as cultural appreciation to enhance the humanities construction and cultural connotation of the division, thus improving the quality of teaching teachers in art courses.

References

- [1] Jiang Lehong. On the Setting and Improvement of Public Art Education Courses in Colleges and Universities——Based on the Cultivation of Chinese Students' Core Competence [J]. Yellow River Sounds. 2018 (04): 122-123
- [2] Zhang Mengmeng, Yin Xiaofeng. Research on the Lack and Construction of the Value Rationality of Contemporary Art Education [J]. Journal of Yanbian University (Social Science Edition). 2018(02): 125-144
- [3] Ding Hua. Analysis of the role of art education in the cultivation of adolescents' core literacy [J]. Popular Literature and Art. 2018 (02): 217-180
- [4] Yang Wenhui, Gao Weijie, Chen Xuming, Yang Hao, Xu Lanxiang, Liu Dongyan. Research on the Teaching of Art Appreciation under the Core Literacy of the Discipline [J] Research on the Development of Teacher's Teaching Ability (Vol. 15): 1285-1289
- [5] Zhang Yanfei. How to effectively infiltrate core literacy education in art classrooms [J]. Chinese off-campus education. 2018 (07)